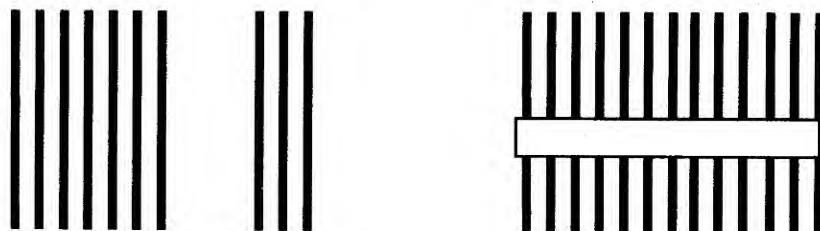
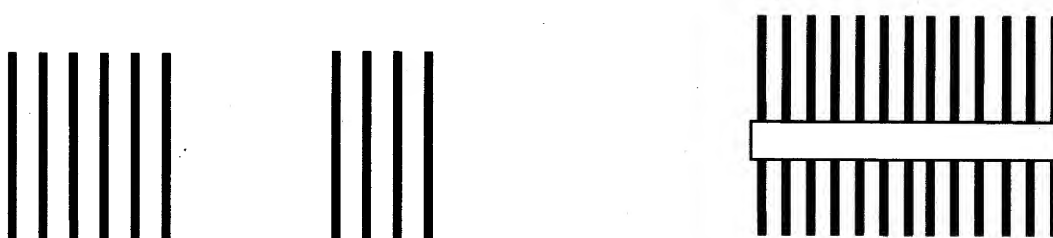


Tens

23. Add and write the numbers as shown in the example

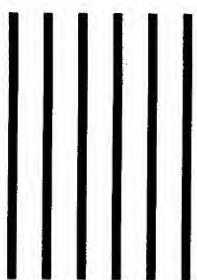


$$\boxed{7} + \boxed{3} = 10$$



$$\boxed{} + \boxed{} = \boxed{}$$

24. Add and write the ten on the abacus



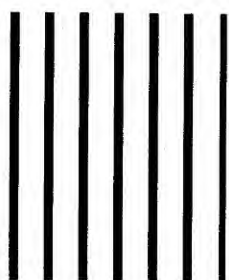
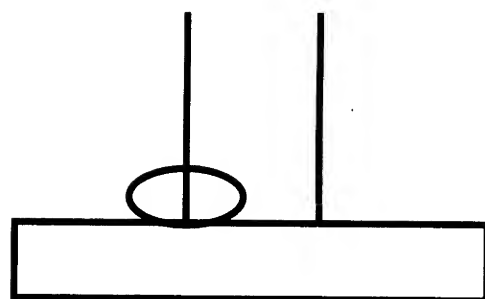
6

+

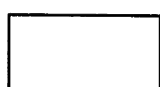
4

=

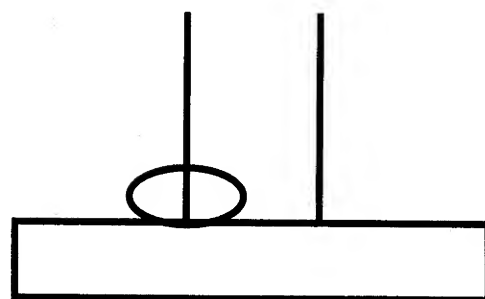
10



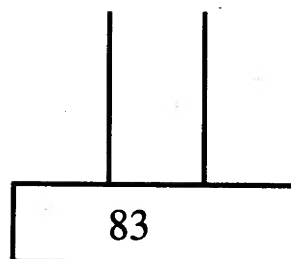
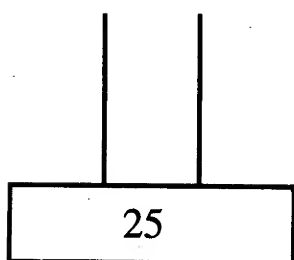
+



=



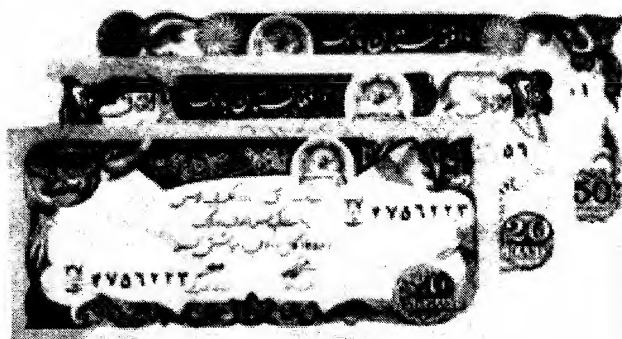
25. Draw the shown number on the abacus:



26. Fill in the missing number;

25					30			33
----	--	--	--	--	----	--	--	----

27. Recognize the bills and write their numerals;

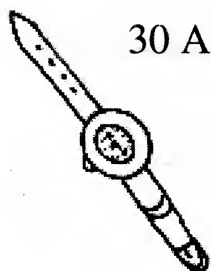


Afs _____

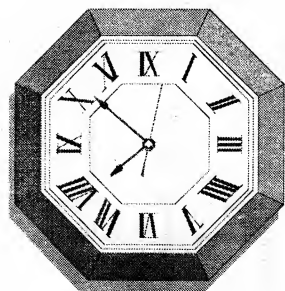
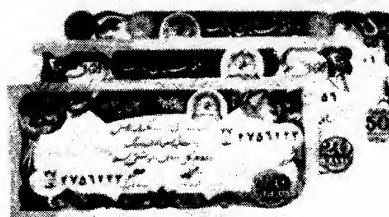
Afs _____

Afs _____

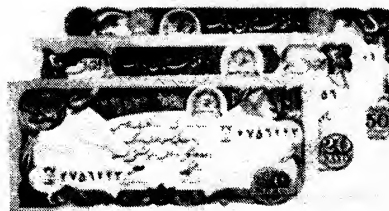
28. Match each object with the bill that shows the price.



30 Afs.

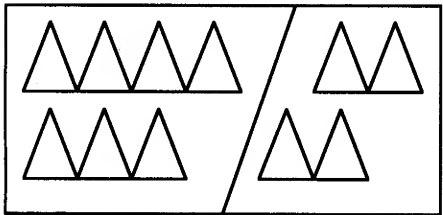


50 Afs.



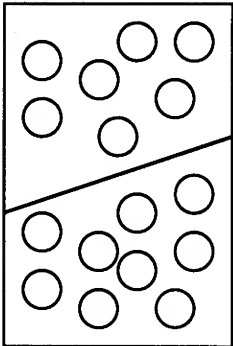
Addition of Numbers with Tens

Add Numbers in the tens Place without Carrying



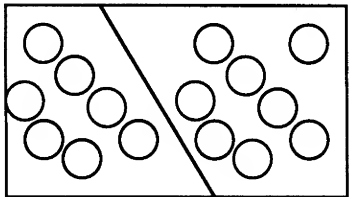
$$7 + 4 = \boxed{11}$$

$$4 + \boxed{} = 11$$



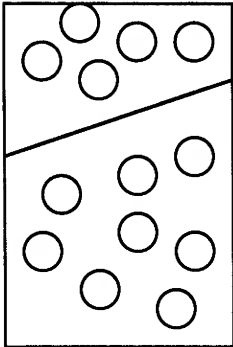
$$\begin{array}{r} 7 \\ + \boxed{} \\ \hline 15 \end{array} \quad \begin{array}{r} 9 \\ + 7 \\ \hline \boxed{} \end{array}$$

Add:



$$7 + \boxed{} = \boxed{}$$

$$8 + \boxed{} = 15$$



$$\begin{array}{r} 5 \\ + \boxed{} \\ \hline 13 \end{array} \quad \begin{array}{r} \boxed{} \\ + 7 \\ \hline 13 \end{array}$$

29. Add:

$$\begin{array}{r} 23 \\ + 5 \\ \hline \square \end{array}$$

$$\begin{array}{r} 34 \\ + \square \\ \hline \square \end{array}$$

$$\begin{array}{r} 57 \\ + 12 \\ \hline \end{array}$$

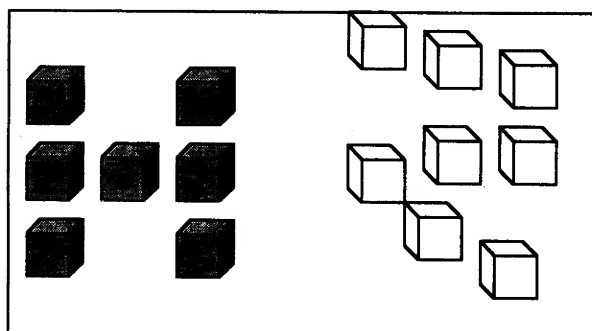
$$\begin{array}{r} 61 \\ + 27 \\ \hline \end{array}$$

$$\begin{array}{r} 84 \\ + 15 \\ \hline \end{array}$$

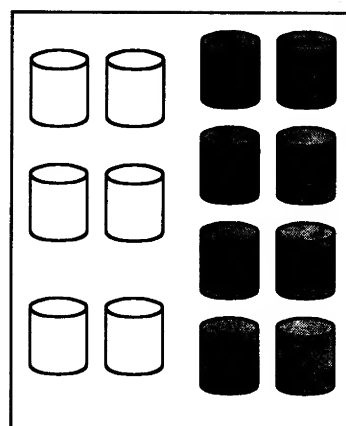
$$\begin{array}{r} 75 \\ + 13 \\ \hline \end{array}$$

Subtractions

Subtract Numbers in the Tens Place without Borrowing

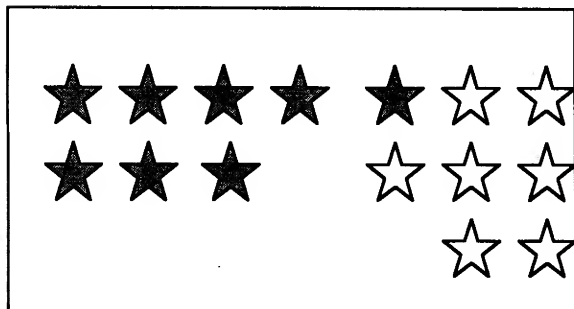


$$\boxed{14} - \boxed{8} = \boxed{6}$$



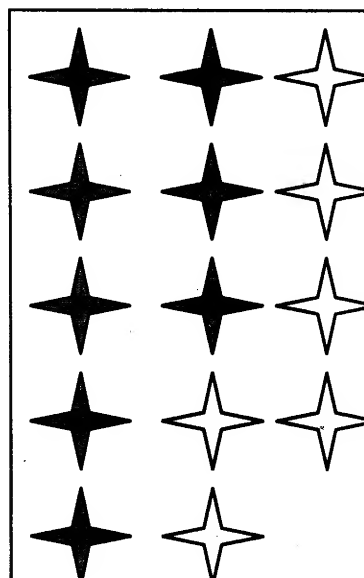
14	14
- 8	- 6
6	6

30. Subtract



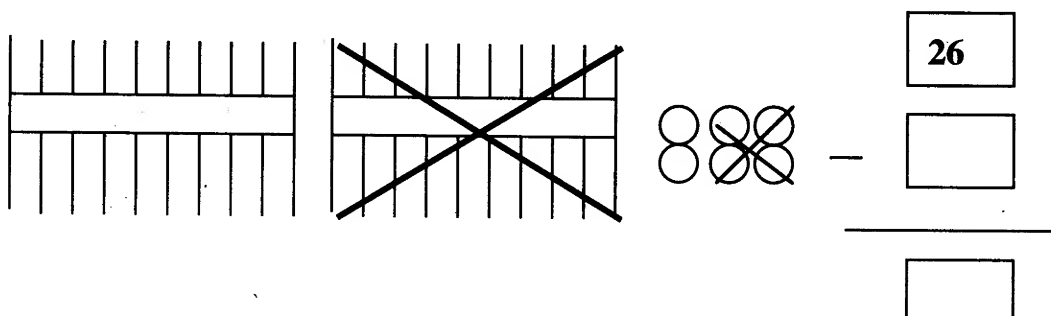
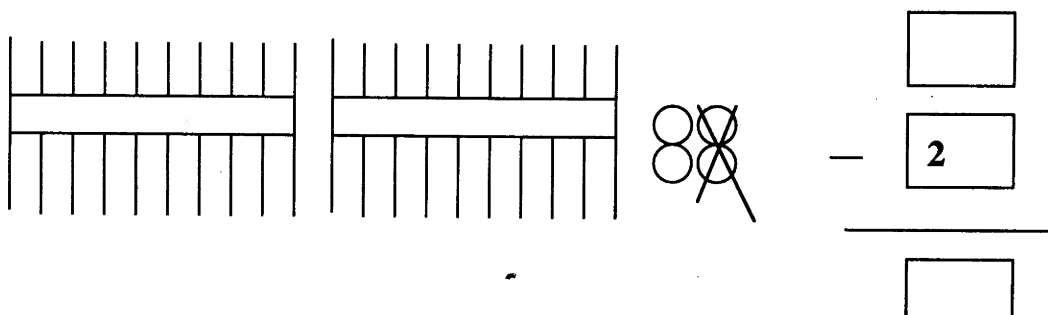
$$\boxed{15} - \boxed{} = \boxed{}$$

$$\boxed{} - \boxed{7} = \boxed{}$$

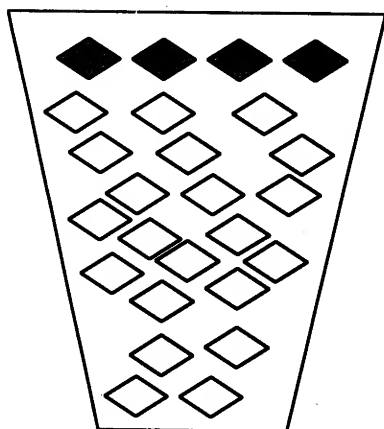


15	
-	-
	8

Subtract:



Solve the following problem



How many shapes are in the basket?

4 shapes are taken away

How many shapes are left?

$$\begin{array}{r} 89 \\ - 4 \\ \hline \end{array}$$

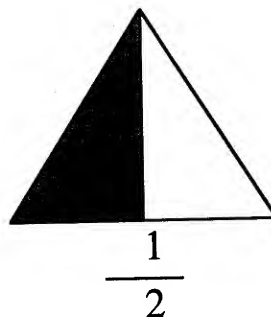
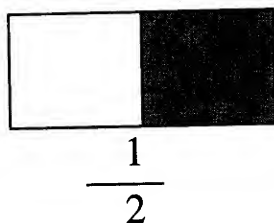
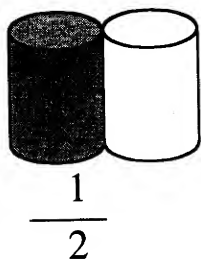
$$\begin{array}{r} 76 \\ - 23 \\ \hline \end{array}$$

$$\begin{array}{r} 53 \\ - 31 \\ \hline \end{array}$$

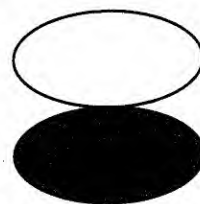
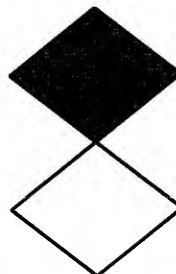
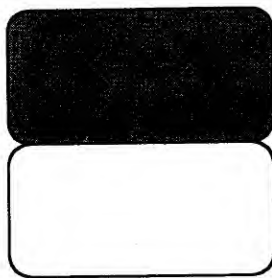
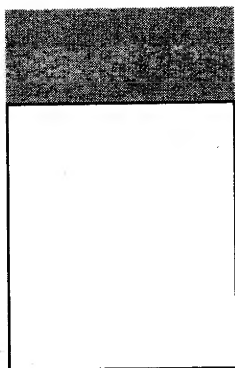
$$\begin{array}{r} 97 \\ - 45 \\ \hline \end{array}$$

Fractions

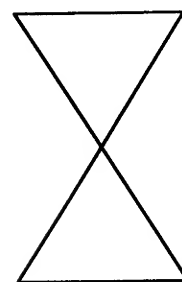
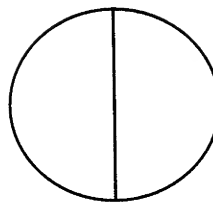
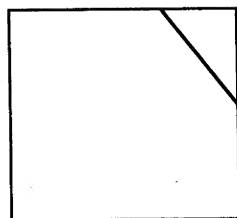
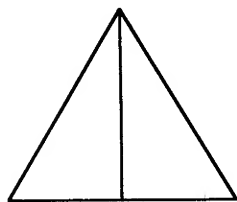
Identify the fraction of the following figures:

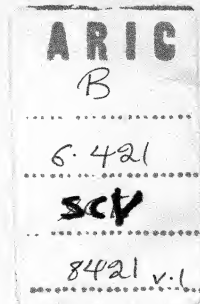


32. Circle $\frac{1}{2}$ in the following figures:



33. Color $\frac{1}{2}$ of the following figures:

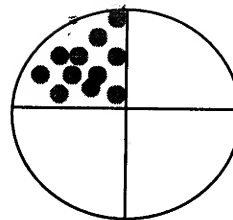
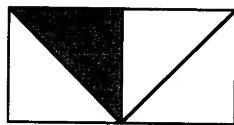
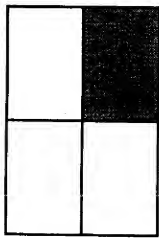




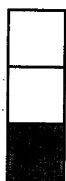
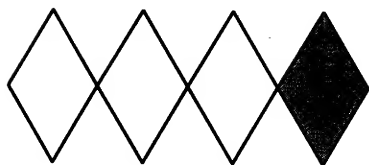
**Supported and coordinated by UNICEF and
Save the Children (USA)**

Printed at Intol Printing and Packaging

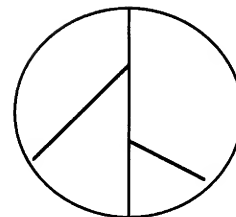
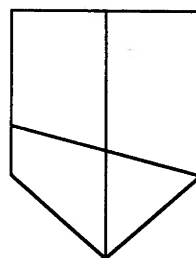
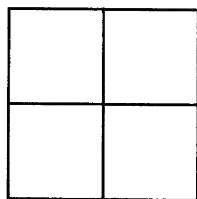
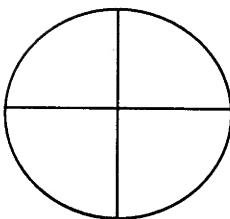
Identify the fraction $\frac{1}{4}$ in the figures:



34. Circle $\frac{1}{4}$ in the following figures:



Color $\frac{1}{4}$ of the following figures:



Class One Math

Pre-Number Concepts

Color

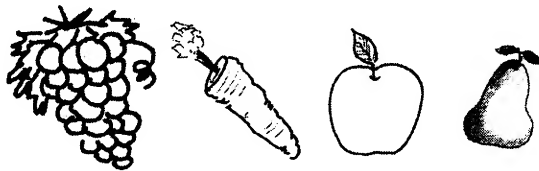
The children will be able to

1. Identify the following colors:

➤ Red, yellow, blue, green, orange, purple, black, white

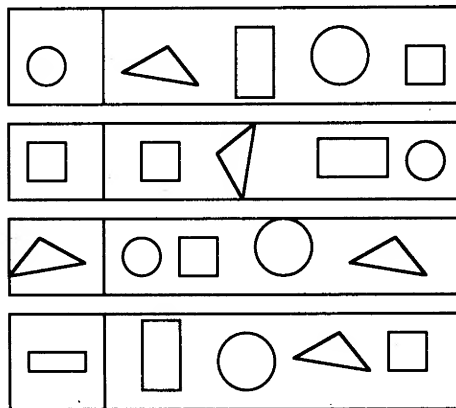
2. Name the colors

3. Color the following figures; the apple red, the pear green, the carrot orange and the grapes purple.

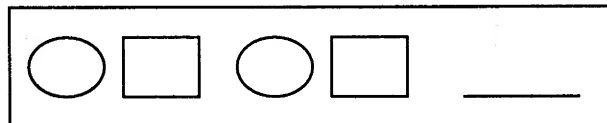


Shapes

4. Circle the same shapes

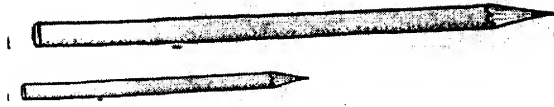


5. Complete the pattern

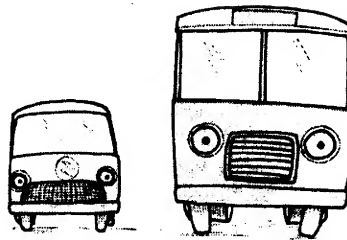


Size

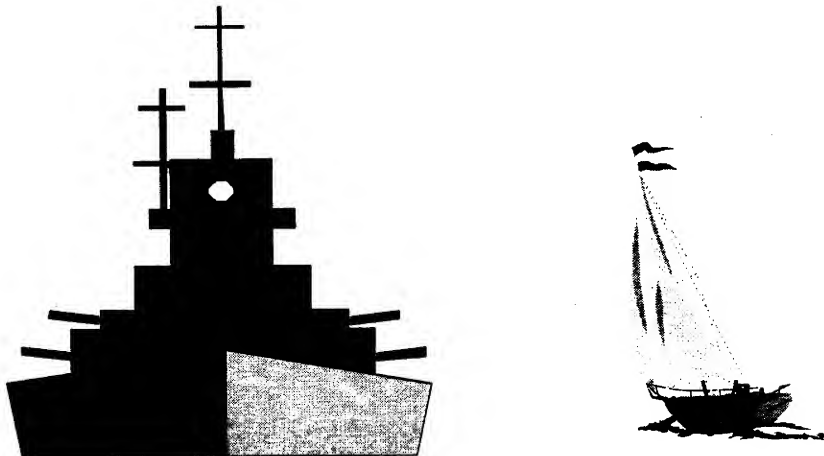
6. circle the longer object



7. circle the bigger object

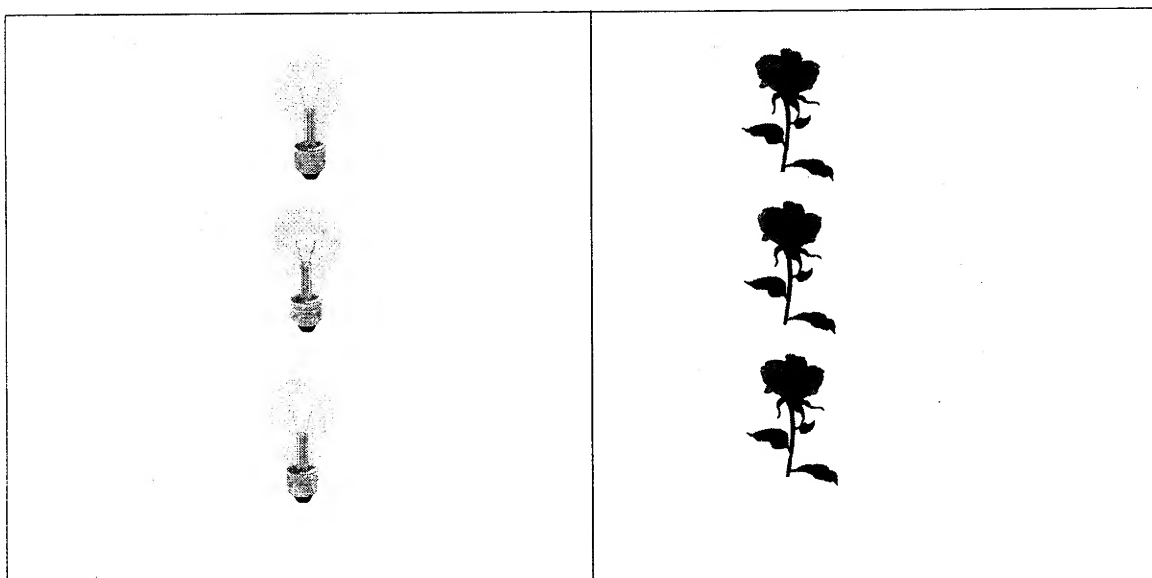


8. circle the lighter object

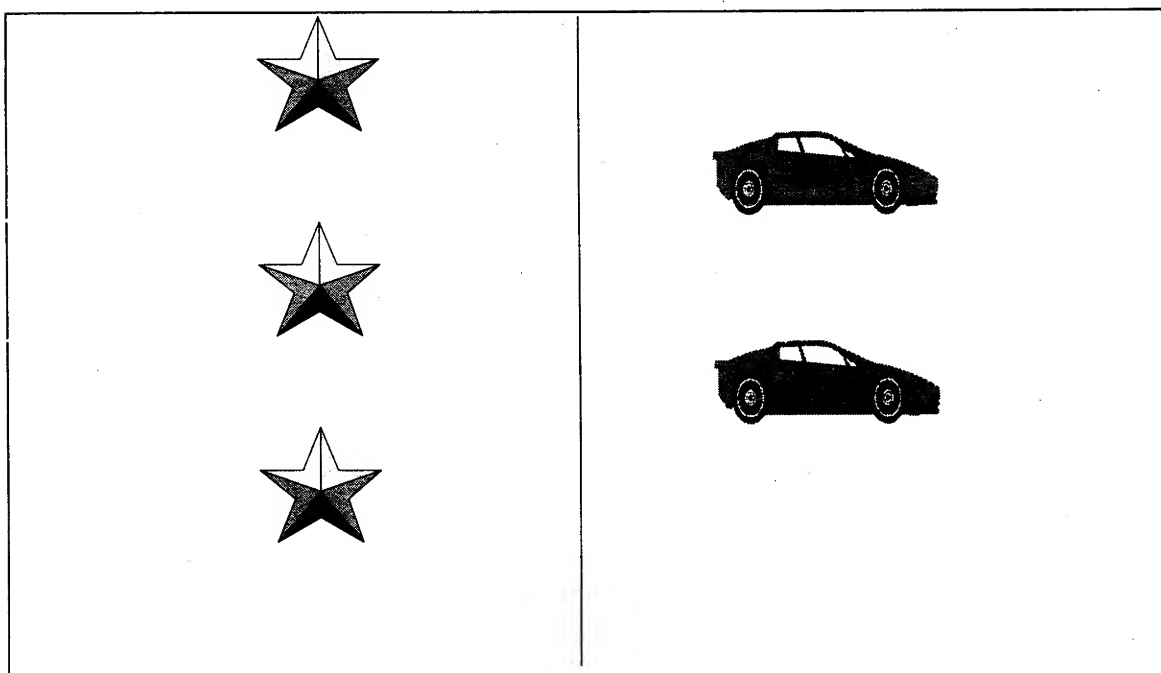


Number Concept









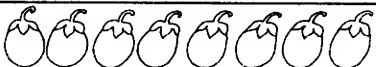
9. Match the objects and circle the objects that are equal:












10. Match the objects and circle the objects that more;










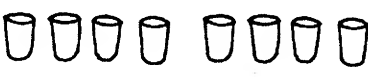

11. Count the objects in each box and indicate the number by drawing circles

	• •	2
		3
		1
		5
		7
		6
		9
		4
		8

12. Match the object with the appropriate number

	2
	6
	7
	5
	3
	9
	8
	4
	1

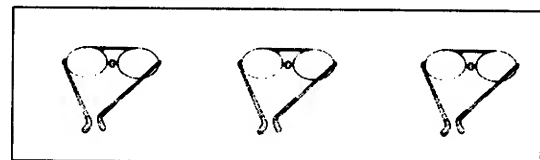
13. Write the numeral to indicate the number of objects in each box

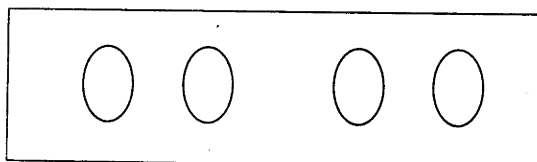
14. Circle the numeral to indicate the number of objects in each box.



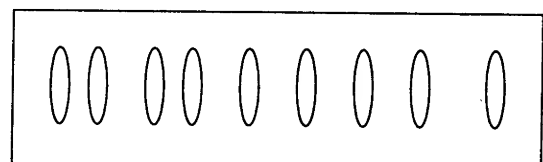
3 6 8



3 8 1



9 6 4



9 7 2

15. Write the missing number in each box:

1	2		4		6		8	
---	---	--	---	--	---	--	---	--

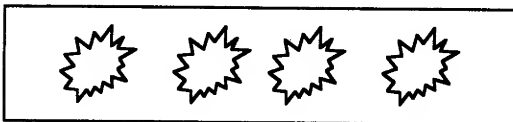
16. Compare the two numbers by using this symbol $>$

$8 \square 5$

$3 \square 6$

$4 \square 9$

17. Circle the box that has no objects;

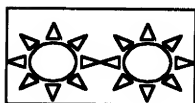


4

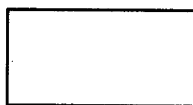


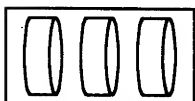
0

18. Write the numeral to indicate the number of objects in each box:

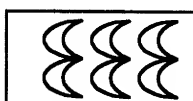






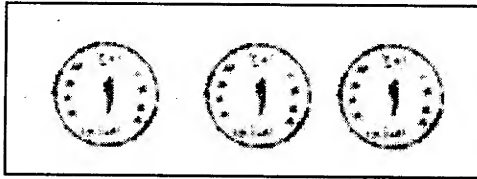




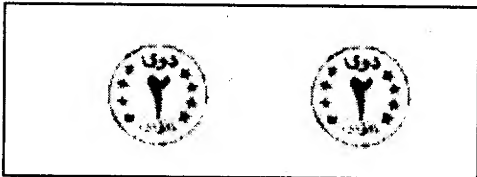


Money

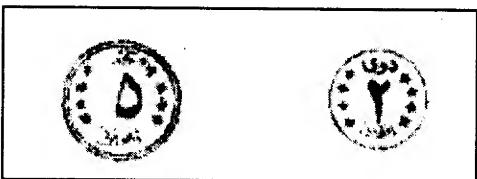
19. Add and write the sum of the coins in the box:



Afs. _____

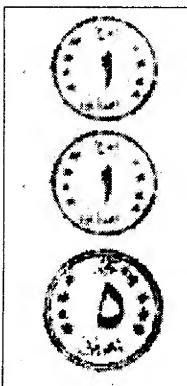
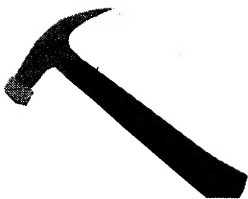
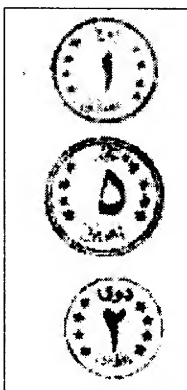
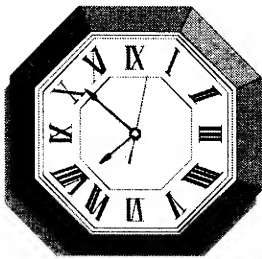


Afs. _____



Afs. _____

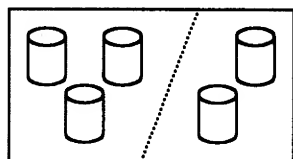
20. Match the price of the object with the appropriate coins



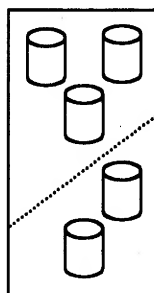
Addition

Children will be able to

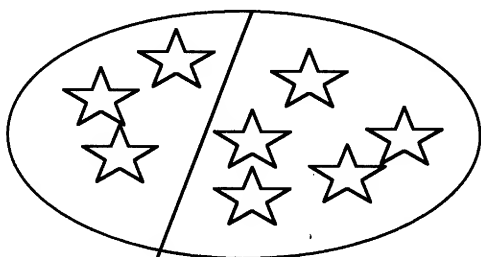
21. Recognize the symbol $+$ and add:



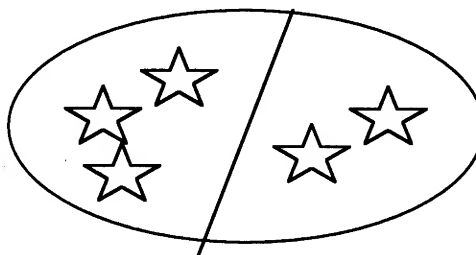
$$3 + 2 = \square$$



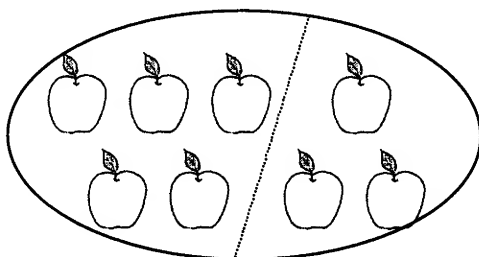
$$\begin{array}{r} 3 \\ +2 \\ \hline \square \end{array}$$



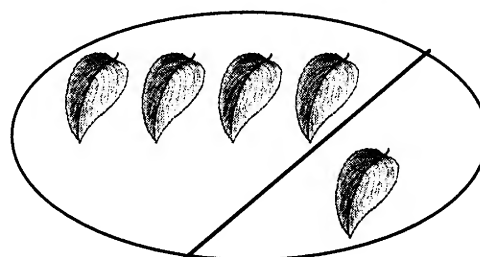
$$\square + 5 = \square$$



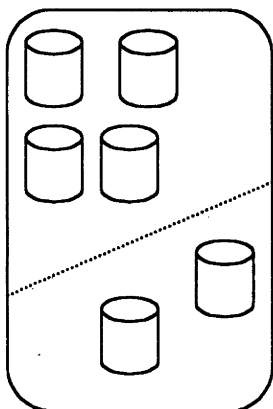
$$\square + \square = 5$$



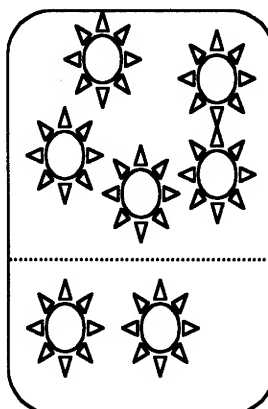
$$\begin{array}{r} \square \\ + 3 \\ \hline \square \end{array}$$



$$\begin{array}{r} 4 \\ + \square \\ \hline \square \end{array}$$



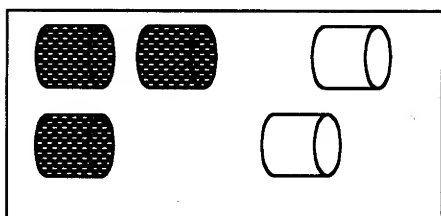
$$\begin{array}{r} \square \\ + \square \\ \hline 6 \end{array}$$



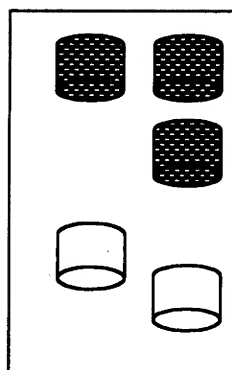
$$\begin{array}{r} \square \\ + \square \\ \hline \square \end{array}$$

Subtraction

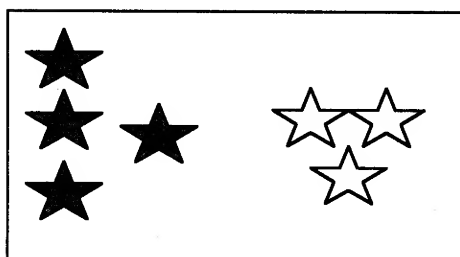
22. Recognize the symbol - and subtract



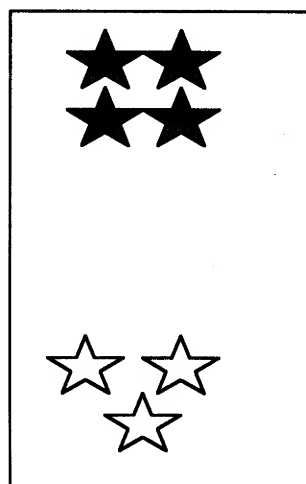
$$\boxed{5} - \boxed{2} = \boxed{3}$$



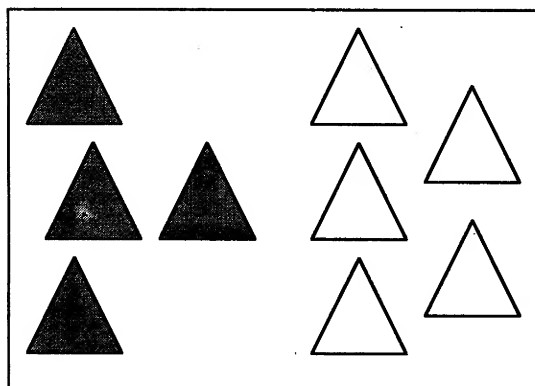
$$\begin{array}{r} \boxed{5} \\ - \boxed{2} \\ \hline 3 \end{array}$$



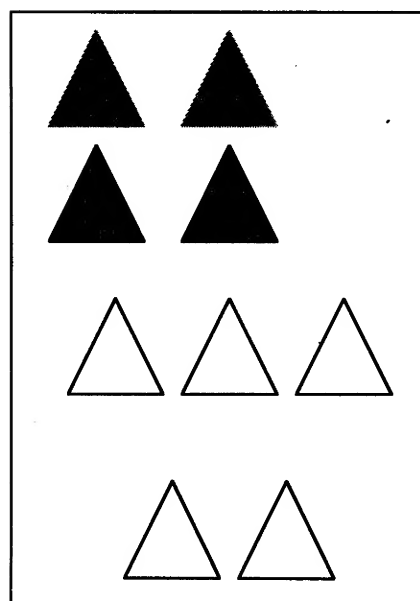
$$\boxed{7} - \boxed{} = \boxed{}$$



$$\begin{array}{r} \boxed{7} \\ - \boxed{} \\ \hline \boxed{} \end{array}$$



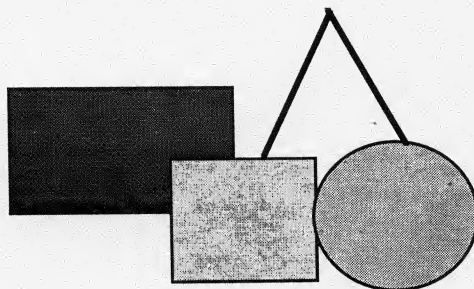
$$\boxed{} - 5 = \boxed{}$$



$$\begin{array}{r} \boxed{} \\ - \boxed{5} \\ \hline \boxed{} \end{array}$$

**Basic Competencies of
Learning in**

Mathematics



Grade One

In the name of God, the gracious, the merciful

Introduction:

This booklet is one of a series of teacher resource books on Dari, Pashto and mathematics. These were developed in 1999 by a group of experienced Afghan educators to help teachers understand the universal basic competencies that primary education programs need to teach. The materials were developed based on various resource materials. In particular, they draw on existing Afghan primary textbooks.

The mathematics booklets are organized as follows:

- There are six booklets, one for each grade (1-6).
- Each booklet contains a full mathematics concept and skills framework for the full primary level. This framework can help teachers in different ways:
 - It helps teachers to understand how different math concepts are broken down into skills for each class level;
 - It helps teachers to understand how the different math concepts and skills need to be built up sequentially through the primary cycle;
 - It shows at which grade level new concepts and skills should be introduced.
- Each grade booklet then provides examples of all the math skills that need to be covered in the specific grade. The examples can help teachers as follows:
 - It ensures that all teachers understand the skills in the same way;
 - Teachers can use the examples to test whether children have learnt the skills;
 - Teachers can use the examples to develop extra practice material for children.

Not only teachers can use the materials. Teacher trainers can use the materials as well, for example to introduce the basic competencies, to teach subject content, and to help teachers develop low-cost teaching aids linked to the competencies. Supervisors can use the examples to test whether children are learning the basic competencies in mathematics. It is the hope of the developers that all Afghan educators will find the materials useful in their work with children.

Prepared by the representatives of the following organizations:

OI	Ockenden International
IRC	International Rescue Committee
AG-BASED	Afghan German Basic Education
SCA	Swedish Committee for Afghanistan
SAB	Solidarite Afghanistan Belgium
GTZ-BEFARE	GTZ-Basic Education for Afghan Refugees
AIL	Afghan Institute of Learning
CARE	Cooperative Assistance Relief Everywhere
PSD	Partners for Social Development
SCF-USA	Save the Children Federation -USA
CIC	Children in Crisis
NAC	Norwegian Afghanistan Committee
ECAR	Education Committee for Afghan Refugees
AMNA	Creation of the Pilot Schools in Afghanistan
HCI	Human Concern International
	Afghan Teachers and Schools Union in Quetta

Afghan Education
Basic Competencies of Learning in Mathematics May 1999

Math Concepts	I	II	III	IV	V	VI
Place Value	Pre number Concepts Tens; 1 - 99	Hundreds 100-999	Thousands 1000- 100000	Millions 7 Digits Add. and Sub.	Billions 8 - 10 digits Add. and Sub.	Trillion 10 - 13 digits Add and Sub.
Addition and Subtraction	Addition & Subtraction of 1 - 99 and zero without carrying and borrowing	Addition & Subtraction till 999 and zero with carrying/borrowing up to tens	Whole numbers w/wo borrow & carry Repeated addition	Review of multiplication Table		
Multiplication and Division			Multiplication and division by 1 to 9 and zero	Multiplication & division by 10s, 100s, 1000s w/o decimals Multiply/Devold by 2, 3 and four digits	Review multiplication and division	Review multiplication and division by 10s, 100s, 1000s with decimals
Fractions	Color 1/2 and 1/4 of figures	Matching fraction 1/2, 1/3, 2/3, 1/4, 2/4, 3/4 with figures	Identification of fraction (1/2, 1/3, 2/3, 1/4, 2/4, 3/4, 1/5, 2/5, 3/5, 4/5) with figures	Proper fractions Same denominator Compare Add Subtraction	Four operations on Fractions	Conversion of fractions to decimals and vice versa Compare
Decimals					Multiply/divide by 10s, 100s, 1000s with decimals Compare, add and subtract	Four operations on Decimals Application Ratio Percent
Measurement	Comparison of short and long, big and small and thick and thin	span, foot, steps compare capacity of containers Time; months, days and hours	m, cm, kg Hours and minutes	Multiples and parts km, hm, dm, m m, dm, cm, mm Conversion without decimals	Multiples and parts km, hm, dm, m m, dm, cm, mm Conversion with decimals	Review m, dm, cm, mm with perimeter m^2 , dm^2 , cm^2 , mm^2 with areas of circle, triangle, rectangle and square
Money/Calendar	Coins and bills up to 100 Afs.	50 Afs. 100Afs And 500 Afs.	Review of 50, 100, 500 1000, 5000, 10,000 Afs.	Lunar Calendar	AD Calendar	